BTEC Assignment Brief

Qualification	Pearson International Level 3 Subsidiary Diploma in Music Pearson International Level 3 Foundation Diploma in Music Pearson International Level 3 Diploma in Music Pearson International Level 3 Extended Diploma in Music
Assessment unit number and title	A1: Performing as an Ensemble
Assessment objectives	1. Contribute to the development of musical material through rehearsal 2. Review choices and actions made in a rehearsal to develop musical material 3. Apply ensemble performance skills
Assignment title	Music Extravaganza
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	A local venue wants to celebrate the music of the last 70-years by producing an event called *Music Extravaganza*. They would like you to plan and develop a programme of music for the event that reflects various genres of music prevalent since the 1950s. The venue would like to feature as many musical styles as possible and are happy to include cover versions and original material. They are looking for high quality, polished performances from a range of ensembles.
Task 1	Working as part of an ensemble you should plan your set for the event. You should present at least four pieces which could be cover versions, original stylistic compositions or a mixture of both. Once you have agreed your set, you should begin developing your material through rehearsal. You should plan and organise rehearsals to ensure that you make maximum progress by setting and reviewing targets for each session. You must also communicate effectively with other members of the ensemble by both suggesting ideas and listening and responding to the ideas of others. You should demonstrate a mature and disciplined approach at all times. It is also vital that you are able to chart your own input to the rehearsal process and you should maintain a blog that documents your contributions and refers to actual examples of your own ideas and suggestions and how these led to musical improvements. This should also be supported by milestone video footage that demonstrates your ability to improve musical material through rehearsal.
Checklist of evidence	• Video footage of three milestone rehearsals from the early,

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required	middle and final stages of the process with individual debrief of own contribution. The rehearsal footage presented should demonstrate you working on and improving particular sections of your pieces. • Rehearsal log (which could be written or verbal) that documents and provides examples of how individual actions and decisions led to musical developments and improvements.
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria:
A1.P1	Learners approach rehearsal with some engagement and discipline, demonstrating an appropriate application of techniques and constructive collaborative working.
A1.M1	Learners approach rehearsal with consistent engagement and discipline, demonstrating an application of techniques and collaborative working that contributes to the progression of the rehearsal.
A1.D1	Learners approach rehearsal with sustained and mature engagement and discipline, demonstrating a perceptive application of techniques and proficient collaborative working that contributes to the progression of the rehearsal.
A1.P2	Learners express how individual actions and decisions led to musical developments, with some reference to generic examples and developmental targets.
A1.M2	Learners express how individual actions and decisions led to musical developments, with clear reference to relevant examples and detailed developmental targets
A1.D2	Learners comprehensively express how individual actions and decisions led to musical developments, with clear reference to relevant, reasoned and detailed examples and developmental targets.
Task 2	Having finalised and polished your set through a comprehensive and constructive rehearsal process, you should now perform it at the event ensuring you demonstrate accomplished technical proficiency, stylistic flair and musical expression.
Checklist of evidence required	• Video footage of the final ensemble performance
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria:
A1.P3	Learners perform, demonstrating some technical proficiency, stylistic awareness and appropriate musical expression
A1.M3	Learners perform, demonstrating accurate and consistent technical proficiency, stylistic interpretation and secure musical expression.
A1.D3	Learners perform, demonstrating fluent technical proficiency, refined stylistic flair and creative musical expression.

Sources of information to support you with this Assignment	**Books** Aragon, R. D., *Rehearsal-nomics: 27 Steps to Preventing Band Rehearsal Frustration and How to Practice Music and get the Most Out of your Band,* CreateSpace Independent Publishing Platform, 2015 Offers some straightforward tips for productive group rehearsals.

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	Ventura, D. *Understanding Pop Music*, Rhinegold Education, (2012) Tells the story of pop from 1950 to today through a study of the key themes of style, performers and instruments. Practical analysis of hit songs aids understanding of the numerous elements that characterise pop music styles. Winterson, J., Nickol, P. Bricheno, T. and Kaye, B. *Pop Music: The Textbook* (revised edition), Peters Editions, (2013) Covers key pop music developments and features breakdown and analysis of landmark recordings in various musical genres. **Website** www.thecavanproject.com/top-10-band-rehearsal-tips Useful tips for successful rehearsals